

Inspection date

Previous inspection date

22/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Teaching is rooted in a secure knowledge of the Early Years Foundation Stage. The childminder has a good awareness of how young children learn and makes the most of opportunities to promote children's learning through play, discussions and activities.
- Children are provided with a warm welcoming, stimulating learning environment in which they are happy, eager and motivated to learn. They benefit from a broad range of high quality resources and materials that support their learning and development.
- Partnerships with parents are well-established which makes a significant contribution to meeting children's individual needs. The childminder works closely with parents to ensure that children's learning is consolidated and extended effectively.
- The childminder places an extremely sharp focus on helping children to acquire communication and language skills, and supporting their physical, personal, social and emotional development to ensure that they are well-equipped with the skills they need for future learning.

It is not yet outstanding because

- Opportunities for children to play and extend their learning in the outdoor environment are not yet fully embraced.
- Systems for monitoring and evaluating the provision are not yet fully embedded to demonstrate the drive to improve all children's achievements over a sustained period of time.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities carried out in the lounge and kitchen area.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
 - The inspector looked at various documents, including evidence of the suitability and qualifications of the childminder, policies and procedures, observations and assessments and children's records.
- The inspector took account of the views of a parent spoken to on the day of the inspection.

Inspector

Julie Kelly

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her father and her children aged 11, nine and three in Abram, which is a borough of Wigan, Greater Manchester. The

whole of the childminder's home is used for childminding purposes, with the exception of the rear bedroom and the annexe. There is an enclosed rear garden and drive area for outside play.

There are currently three children on roll, one of whom is in the early years age group who attends for a variety of sessions and two are school-age children who attend before and after school and during school holidays.

The childminder attends various childminder groups and play sessions at the local Sure Start centre. She takes the children on outings to places of interest in the local area on a regular basis. The childminder holds an early years qualification at level 6. She is a member of the National Childminding Association.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review and develop further opportunities for children to play and extend their learning in the outdoor environment
- build on and review existing self-evaluation systems in order to demonstrate the drive to improve all children's achievements over a sustained period of time.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are enthusiastic, eager and motivated to learn in this good quality provision. Their learning and development is significantly enhanced by the childminder who has a very good understanding of how to capture children's interest and recognises fully that children learn through play. Teaching is rooted in a comprehensive knowledge of the Early Years Foundation Stage which ensures that children make good progress towards the early learning goals. Children have access to a broad range of high quality resources and challenging experiences to support their individual learning and development needs.

Babies develop their personal, social and emotional skills as they engage in interactions and explore the environment with the support of the childminder. For example, babies choose toys from the toy box, show them to the childminder, wander into the other room and then look back to the childminder for reassurance. Children respond to positive praise and encouragement as they achieve tasks which promotes their self-esteem and sense of belonging. The childminder develops children's communication and language skills through

consistently talking to them during their play and daily routines, such as hand washing and mealtimes. The well-planned book area, consisting of an assortment of good quality books, props and cosy, different textured cushions, provides a haven for children to relax and enjoy stories. Babies and children relish the time they spend snuggled up with the childminder, listening intently as she points out objects in the book and describes what the characters are doing. Children develop their large muscle control, balance and coordination through running, jumping and riding wheeled toys in the garden. Children develop their small muscle control through opportunities to explore toys with buttons to press and books with flaps to open, and use tools, such as scissors and writing implements.

Detailed and effective planning and monitoring across the seven areas of learning ensures that all aspects are fully included. However, whilst all children benefit from opportunities to play outside, the presentation of the outdoor learning environment and opportunities for children to learn outside, are not as well embedded as those for indoor learning. As a result, children who prefer to learn outdoors have fewer opportunities to extend their skills in this area. The childminder plans for individual children in response to the information gathered from parents on induction. Observation and assessment procedures are focused, accurate and precise to ensure that children make good progress in relation to their starting points.

Children's learning is significantly enhanced through parents' involvement in their learning. Parents' comments about what their children have been doing at home are recorded in their child's file and the childminder uses this information to plan future activities and experiences. The childminder provides parents' with suggestions about how they can help their children's learning at home. Regular conversations with parents and sharing information about what children have been doing on a daily basis, ensures parents are fully informed of their child's progress. They comment that they are very happy with the care and education their children receive and have noticed how they have made significant progress over a short period of time.

The contribution of the early years provision to the well-being of children

The childminder is skilful, caring and sensitive. She fully supports all babies and children to form strong, secure, emotional attachments, which provide a solid foundation for their personal, social and emotional development. For example, children are encouraged to be independent as they select their own resources from the broad range of activities and resources on offer. Babies' early investigative and curiosity skills are promoted through the use of a wide range of resources, including baskets filled with household items made of different materials, textured cushions and materials and shape sorters.

Babies and children settle well with the childminder because she ensures that she has detailed information from parents about their likes, dislikes, comforters and daily routines. They separate from their parents on arrival with confidence and demonstrate their sense of security as they explore the environment and resources independently. Babies express their feelings if they are tired, hungry or cross and seek the comfort of the childminder if they are upset. Young children begin to respond to appropriate boundaries with

encouragement and support because the childminder maintains a consistent approach to help children manage their feelings and behaviour. They respond confidently to lots of positive interaction from the childminder as she praises them for their achievements and when they carry out tasks independently.

Babies and children develop their self-help skills as they cooperate with care routines, such as washing their hands and learning to feed themselves. They help with daily tasks, such as brushing the floor and using the toy vacuum cleaner to clean the carpet. Children become sociable as they meet with other children and adults at 'Stay and Play' sessions at the local Sure Start centre and make frequent visits to places of interest in the local area. Children's health needs are well met through regular exercise, including walking, participating in treasure hunts and using the large field nearby for playing ball games. All children's dietary needs are known at induction and they are provided with healthy snacks and nutritious meals. Their knowledge of healthy eating is enriched as they plant and grow fruit and vegetables in the garden.

The childminder gives high priority to keeping children safe within the indoor and outdoor environment. Detailed risk assessments, daily checks and security procedures ensure children can develop and learn in a safe and secure environment. Babies are kept safe as they are closely supervised at all times and can access a wide range of developmentally appropriate toys and equipment. Consequently, they are able to explore and investigate objects and materials using all their senses in complete safety.

The effectiveness of the leadership and management of the early years provision

The childminder is enthusiastic, dedicated and fully committed to caring for children. She has high aspirations for the quality of the provision to ensure that all children achieve their full potential. The self-evaluation system is developing very well and clearly identifies the strengths and weaknesses of the provision and consistently targets priorities for improvement. For example, the childminder identified the need to create a visual timetable to support children in their understanding of the sequence of the day. However, self-evaluation is not yet fully embedded to demonstrate the drive to improve all children's achievements over a sustained period of time.

Partnerships with parents are strong, which results in children's individual needs being met. As a result the childminder has an extensive knowledge of their routines, likes, dislikes and interests. Parents have access to a wide variety of organisational policies and procedures and know what to do and who to contact if they have any concerns. The childminder provides a wealth of information for parents. For example, each month she focuses on a different policy to bring to parents' attention and then offers them additional leaflets of information to further extend their knowledge of the subject. Parents' views are sought informally through regular discussions and formally through feedback questionnaires. The childminder fully understands the importance of working in partnership with external agencies and services to seek appropriate interventions when necessary. Effective, well-established links with the local authority Development and Inclusion Officer ensures that all children are fully supported in their learning and

development.

The childminder has a secure knowledge of the educational programmes and consistent monitoring ensures that children experience a broad and balanced range of experiences that help them progress successfully towards the early learning goals. She demonstrates a comprehensive understanding of her responsibilities to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. There is a rigorous system in place to observe, assess and monitor each child's progress, which ensures children make good progress towards the early learning goals.

The childminder places a strong emphasis on her responsibilities to keep children safe. The arrangements for safeguarding children are well embedded and she has a clear understanding of what to do and who to contact in the event of a cause for concern. The childminder has completed safeguarding training and continues to access new information in this area to ensure her knowledge and understanding is kept up-to-date. Detailed organisational policies and procedures are implemented successfully and maintain children's safety and well-being. All health and safety systems are in place and the childminder has completed training including first aid and food hygiene, to enhance her skills and knowledge. The maintenance of the premises and risk assessment procedures ensure that children can play and learn in a safe environment.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement

and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY444895
Local authority	Wigan
Inspection number	800048
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

